

## Greenfields Academy (Primary) - Long Term Planning 2020/21 – GUIDED READING

<b>Key Stage:</b>	<b>2</b>	<b>Year/Class/Group:</b> Year 3	<b>Term:</b>	<b>Frequency &amp; Time:</b> Daily 20 minutes
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### Focus Objectives

#### Word Reading Skills

<b>a</b>	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
<b>b</b>	Read accurately words of two or more syllables that contain the same graphemes as above.
<b>c</b>	Read words containing common suffixes.
<b>d</b>	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
<b>e</b>	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
<b>f</b>	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

#### Reading Comprehension

##### Develop pleasure in reading, motivation to read, vocabulary and understanding:

<b>g</b>	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction;
<b>h</b>	discuss the sequence of events in books and how items of information are related;
<b>l</b>	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales;
<b>j</b>	recognise that non-fiction books are structured in a different way.
<b>k</b>	recognise simple recurring literary language in stories and poetry.
<b>l</b>	discuss and clarify the meanings of words, linking new meanings to known vocabulary.
<b>m</b>	discuss their favourite words and phrases from a text.
<b>n</b>	continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

##### Understand both the books that they can already read accurately and fluently, and those that they listen to:

<b>o</b>	draw on what they already know or on background information and vocabulary provided by the teacher;
<b>p</b>	check that the text makes sense to them as they read and correcting inaccurate reading;
<b>q</b>	make inferences on the basis of what is being said and done;
<b>r</b>	answer and ask questions;
<b>s</b>	predict what might happen on the basis of what has been read so far

#### Participate in Discussion about Books

<b>s</b>	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
<b>t</b>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.